THE WEEK

A SUMMARY OF NEWS AND EVENTS

IN SUMMARY

A Controversial Proposal in Minneapolis
Minority leaders are criticizing a plan to award a lesser diploma to seniors who fail "benchmark" exit tests. **Story on Page 4.**

A Grievance Procedure in West Virginia
Citizens will have a recourse if their districts are not complying with a court order to upgrade schools. **Story on Page 4.**

Battle Lines Harden in Tennessee
The state's largest teachers' union has rejected a compromise revision of the governor's controversial merit-pay plan. **Story on Page 6.**

A Ringing Endorsement
Secretary Bell supports a computer company's $100-million proposal to train teachers in every school to use computers. **Story on Page 8.**

Teachers Wanted in Utah
Worried about a "mass exodus" of teachers, Gov. Scott Matheson urges innovative efforts to attract and reward them. **Story on Page 8.**

A Partisan Vote on Spending
House Democrats have rejected the President's budget in a resolution calling for more funds for education. **Story on Page 9.**

Winners and Losers
A survey confirms that urban school systems are receiving much less money under the federal block-grant program. **Story on Page 10.**

Speaking Up for Special Education
A national commission has told the Congress that administrative and programmatic changes are needed. **Story on Page 11.**

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NATIONAL

Reagan's New Bills To Offer Vouchers, Revise Aid System

President Reagan, saying that the current system of education "has served the nation well but now is in need of significant changes in key areas," sent to the Congress earlier this month a package of bills that would drastically revise the way that the government distributes aid to college students and would establish an educational-voucher system for the parents of disadvantaged children.

The President said in letters to both houses of Congress that his proposals "reflect my strong conviction that education decisions should be made by parents, students, states, and local officials."

Under one section of the President's student-aid proposal, parents would be allowed to set aside up to $1,000 annually in tax-free accounts for their children's college education. Under the other, college students would not be eligible to receive a tuition grant if they fail to pay for at least 40 percent or $800 of their college costs, mainly through work.

Under the President's third proposal, states would be given the authority to order school districts to provide educational services to disadvantaged children in the form of educational vouchers. If states declined to institute the voucher program, local school boards could opt to provide services.

Parents would be allowed to use their vouchers at either private or public schools as long as those schools have not discriminated in admissions on the basis of race during the previous 12 months. The President's bill does not specifically preclude the payment of vouchers to schools that discriminate in admissions on either the basis of sex or handicap, or to those schools that discriminate in their hiring policies.

U.S. Will Support Law Forbidding Aid To Draft Resisters

The Reagan Administration has announced that it will do "everything necessary" to support the constitutionality of a law that prevents the granting of college aid to young men who refuse to register for the draft.

"Congress overwhelmingly passed this statute to encourage college students who receive federal financial assistance to comply" with the law, said Thomas P. DeCair, a spokesman for the Justice Department. "The government believes that this is a legitimate condition to place upon students who wish to receive financial assistance from the federal government."

Earlier this month, a federal judge in Minnesota handed down a preliminary injunction barring the Administration from enforcing the law, which was included as an amendment to last year's Defense Department appropriations bill.

Mr. DeCair said the Administration "is not taking an appeal at this time" of U. S. District Judge Donald D. Alsop's order, noting that it had until April 8 to do so. "In the meantime, we intend to cooperate with Judge Alsop and the plaintiffs in expeditiously obtaining a final disposition in the district court," he added.

The Minnesota Civil Liberties Union, The Minnesota Public Interest Research Group, and several unnamed nonregistrants have sued the government over the enactment of the law.

Population Growth: The West Is Leading, Midwest Is Behind

Nevada is still the fastest-growing state in the nation, recording a 10-percent increase in population between 1980 and 1982, according to a recent Census Bureau report.

After Nevada, the states that have recorded the most growth since the 1980 census are Alaska (9 percent), Texas (7.4 percent), Florida (6.9 percent), Wyoming (6.8 percent), and Utah (6.3 percent), the report noted. All of those states, led by Nevada, were among the 10 fastest-growing states during the 1970's.

The five states that have lost population since the 1980 census—Michigan, Indiana, Iowa, Ohio, and West Virginia—grew during the 1970's. New York and Rhode Island, the two states that lost population during the 1970's, reversed that trend between 1980 and 1982.

During the two years following the last national census, the nation's population grew by about 5 million, the bureau said. The South and the West had about 92 percent of that gain, or 4.6 million. Within those regions, California, Texas, and Florida gained 2.8 million, or more than half of the national total.

The 10 states recording the highest number of births in the nation between 1980 and 1982 were: California (937,000), Texas (630,000), New York (544,000), Illinois (442,000), Ohio (379,000), Pennsylvania (361,000), Michigan (312,000), Florida (308,000), New Jersey (218,000), and Georgia (205,000).

STATES

Wyoming Gov. Signs Final Legislation For Finance Reform

Wyoming's school-finance reform, ordered by the state supreme court and approved in principle by the state's voters last fall, has been passed by the legislature and signed by Gov. Ed Herschler.

The measure, as modified by the State Senate, will set property-tax levies in all districts at between 25 and 28 mills. Districts whose local per-pupil revenues fall below the statewide average will receive enough state funds to bring them up to the average, while local revenues in property-wealthy districts are subject to "recapture" by the state if they exceed 150 percent of the statewide average.

The measure also repeals state "supplemental aid," which in the past has gone to poor districts, and puts more money into the state foundation fund, thus enlarging the base of revenue that can be used for equalization. The state will now guarantee that each "classroom unit" will receive $73,000 per year from state and local sources; the previous figure was $41,550 per classroom unit.

Most of the reform will be paid for by the state's collection and redistribution of funds currently collected and spent at the local level, according to state officials. About $9 million in new money will flow into the system as wealthier districts raise their tax rates to meet the new minimum local levy.

The move, which will increase the state foundation program's share of educational expenses from an average of about 32 percent to 42 percent, will greatly lessen the disparities between districts' tax bases, which were found unconstitutional in 1981, according to Mel Gillispie, assistant state superintendent.

Minnesota To Probe Alleged Violations Of Class-Size Rule

The Minnesota Department of Education has begun an investigation into allegations made by the Minnesota Education Association that classes in some school districts exceed the state board's rule on class size.

The M.E.A. charged last year that 41 of the state's 436 school districts violated the state rule on student-teacher ratio. The union had planned to file a lawsuit against the state board unless the department investigated the charges, according to E. Raymond Peterson, associate commissioner of education.

Mr. Peterson said the department

FEDERAL FILE

He Who Laughs . . .

A more confident and relaxed Secretary of Education has been making appearances at hearings and meetings around the country recently.

Terrel H. Bell, who has frequently exhibited a troubled, harried countenance as he defended the Reagan Administration's education plans, is said by associates to have emerged triumphant from the Administration's latest internal budget deliberations. He is benefiting, they say, from the new "moderate" stance on education issues taken by the Administration.

Since early February, when the Administration unveiled an education budget that was considerably larger than 1982's version, the Secretary has even begun including jokes in his speeches to education groups—groups that had previously given the Secretary a less-than-cordial reception.

In addressing special educators, he was heard to ask, upon receiving a glass of water: "Am I getting this because my voice is gravelly or because my speech is too dry?"

At a recent meeting with state education officials, Mr. Bell opened his address by inviting those in the back of the room to take empty chairs in the front. When few complied, he quipped, "Well, I guess some of you would rather take this standing up."

The time came for questions from the state leaders. "Take me on," Mr. Bell urged. "If I can't handle them, I'll try to obfuscate."

In the Defense of . . .

The Administration's 1984 budget proposal calls for the elimination of the $138-million program that supports public, college, and research libraries. Donald J. Senese, the Education Department official in charge of the program, defended that proposal before the Senate Appropriations subcommittee on education last week, arguing that state and local governments and private sources would support libraries in the absence of federal funds.

But Mr. Senese elicited a strong rebuttal from Senator Mark O. Hatfield, Republican of Oregon.

"Over my high school's doors were the phrases, 'enter to grow in wisdom' and 'education—the defense of the state,' " the Senator said. "I reflect on those phrases and realize the importance of education to the life of the state," he said.

Senator Hatfield, who chairs the full Appropriations Committee—which has ultimate responsibility for determining the education budget—added: "I hope you don't anticipate being out of business in this field next year."

A Long and Successful . . .

At the same budget hearing, Senator Hatfield wished "longevity" to Manuel J. Justiz, the new director of the National Institute of Education, the education-research agency.

He added the hope that Mr. Justiz, the institute's fifth director in three years, would "get on with the mandated purposes [of the N.I.E.] and be free of this ideological infighting."

"The department was used as a dumping ground for every person who felt he had something owed him," he said. "Let's get out of this rut." —E.W.

Schools Using Block Grants for 'High-Tech' Purchases

By Susan G. Foster

More of the nation's school districts are receiving federal funds under the Reagan Administration's education block-grant program. And as a result, more districts are being helped to "move into the high-technology era," according to the results of a recent survey.

But as those small districts gain federal funding, the nation's urban school districts lose money. And that situation, according to a report on the survey, is creating a serious equity problem.

1,110 Districts Responded

The random-sample survey of 2,500 districts was conducted by the American Association of School Administrators (A.A.S.A.) in an attempt to assess the impact of the Administration's Education Consolidation and Improvement Act of 1981 (E.C.I.A.) on the schools. About 1,100 districts responded to the A.A.S.A. survey.

According to a report on the survey's results, 67 percent of the districts received more money during the 1982-83 school year under Chapter 2 of the E.C.I.A. than they did during the 1981-82 school year, when federal funds were allocated categorically for 28 individual programs.

The survey found that 31 percent of the districts received less money and 2 percent of the districts reported "no funding gain or loss."

51 Percent Increase

Overall, the survey found a 51 percent increase in the number of school districts receiving Chapter 2 grants, which has meant smaller grants for urban school districts.

"The vast majority of students attend schools in large urban centers, the big losers under the block-grant program," the report asserts. "The small districts are gaining funds, but they serve few students."

As a result of the loss of money, desegregation programs in urban schools have been "crippled," the survey's report contends. The survey found that 94 percent of the districts are not using Chapter 2 funds for desegregation purposes.

More than half of the districts reported using their grants to purchase books and other instructional materials; 50 percent spent the money for computer hardware; 34 percent purchased computer software; 19 percent used the money for staff-training programs; and 16 percent funded salaries, according to the survey. "Because there is uncertainty about the future of Chapter 2 and there is not much money, school administrators are funding nonrecurring expenditures," the report notes.

For about 85 percent of the districts that received $1,000 or less during the 1981-82 school year—primarily smaller school districts—this year's allocation brought a 200-percent or greater increase in the previous amount, according to the survey.

This year, the average allocation for these districts was $2,216; last year, the average grant was $597.

On the other hand, districts that had grants of more than $250,000 through the categorical programs received about 80-percent less through the block-grant program. The survey found that in 1982-83, these districts received an average of $105,463.

Significant Funding Losses

The survey also found significant funding losses among districts that received between $50,000 and $75,999 during the 1981-82 school year.

Of about 21 school districts that received $1 million or more under the categorical funding, only three districts received that amount under the block-grant program, according to Claudia Austin, who directed the A.A.S.A. survey.

1982-83 Funding of Previous Categoricals

Percentage of School Districts Funding the Program	Programs	Average Amount Appropriated
88.0%	Instructional materials and school-library resources	$15,073.00
29.6	Improvement in local education practices	3,605.00
17.8	Other	2,651.00
14.4	Guidance, counseling, and testing	703.00
13.3	Gifted and talented	1,033.00
8.2	Arts in education	300.00
6.8	Career education	185.00
6.4	Teacher centers	248.00
5.9	Health education	00,217.00
5.7	Emergency School Aid Act (ECAA)	871.00
5.0	Educational proficiency standards	110.00
4.9	Environmental education	196.00
4.8	Law-related education	43.00
4.7	Strengthening state-educational agency mgmt.	163.00
4.7	Desegregation training and advisory services	94.00
4.7	Community schools	15.00
4.6	Correction education	153.00
4.6	Ethnic-heritage studies	53.00
4.4	Youth employment	26.00
4.4	Preschool partnership programs	18.00
4.4	Safe schools	6.00
4.4	Dissemination of information	5.00
4.3	Consumer education	29.00
4.3	Biomedical sciences	2.00
4.3	Population education	2.00
4.2	International understanding	0.00
4.1	Metric education	6.00
4.1	Precollege-teacher-development center	0.00
4.1	Teacher corps	0.00

Source: American Association of School Administrators

Distribution of 1982-83 ECIA Chapter 2 Funds (Percentages of Districts Spending Funds for Stated Purposes)

Funding Priorities	Total	New England	Mid-east	South-east	Great Lakes	Plains	South-west	Rocky Mtns.	Far West	Mich.	N.Y.	Ohio	Penn.	Tex.
					Regions of the United States									
Books, materials	56.3%	55.4%	48.8%	73.5%	48.1%	45.8%	74.6%	45.3%	53.6%	34.4%	48.5%	68.1%	47.7%	80.8%
Computer hardware	49.8	66.1	63.	36.7	63.6	53.1	21.6	47.2	50.0	59.4	57.6	62.5	69.6	21.9
Computer software	33.7	42.9	46.9	26.0	43.0	31.1	17.9	15.1	40.5	45.3	45.5	36.1	47.8	12.3
Audiovisual equipment	24.8	17.9	14.8	32.7	29.4	23.2	24.6	24.0	17.9	25.0	91.1	43.1	20.3	19.2
Staff Training	18.5	42.9	18.5	19.9	18.2	11.3	17.9	18.9	16.7	25.0	2.7	16.7	13.0	26.0
Salaries	15.4	17.9	17.9	18.9	10.7	13.6	19.4	7.5	14.3	12.5	16.7	12.5	14.5	21.9
Testing/Evaluation	7.5	7.1	4.9	9.2	15.0	2.3	6.0	9.4	2.4	14.1	3.0	16.7	4.3	4.1
4.7	6.1	18.1	13.0	8.2										
Other equipment	6.2	1.8	8.6	11.2	10.3	5.6	9.0	5.7	4.8	7.8	3.0	11.1	—	1.4
Enrichment (assemblies, field trips, etc.)	4.5	8.9	3.1	3.6	8.4	2.8	3.7	3.8	2.4					
Contracted services, consultants, payments to RESAS	6.7	14.3	6.2	7.1	4.7	1.7	17.2	—	4.8	4.7	7.6	1.4	1.4	28.8
Remedial services	2.8	—	3.1	4.6	2.8	0.6	3.7	3.8	2.4	4.7	1.5	4.2	2.9	6.8
Guidance/Vocational assistance	2.2	1.8	0.6	3.1	2.3	2.8	3.0	3.0	1.9	4.7	—	—	1.4	5.5
Curriculum development	1.6	1.8	1.9	—	2.3	2.3	3.0	—	—	1.6	1.5	1.4	2.9	4.1
Travel	1.0	—	1.9	2.0	—	—	2.2	—	1.2	—	—	—	1.4	4.1

U.S. Abandons Attempt To Weaken Handicapped-Rights Rules

Plan To Coordinate Agencies' Civil-Rights Enforcement Shelved

By Tom Mirga

WASHINGTON—The Reagan Administration has abandoned its plans to rewrite regulations governing the federal law barring discrimination against the handicapped in federally funded programs, Vice President George Bush announced last week.

At the same time, a spokesman for the Justice Department announced that the Administration, at least for the time being, had also cancelled its plan to issue new regulations that would have provided for the coordination of all federal civil-rights activities under the department. The proposed revision of the handicapped-rights regulations was a part of the larger Justice Department "coordination" regulations.

Advocates for the handicapped called the Reagan Administration's decision "the greatest victory for the handicapped since 1977," when hundreds of handicapped individuals engaged in acts of civil disobedience in order to spur the government to issue regulations for Section 504 of the Rehabilitation Act of 1973.

Law Prohibits Discrimination

The law prohibits discrimination "against an otherwise qualified handicapped individual" in programs, including those in schools and colleges, that receive federal assistance.

Mr. Bush, who chairs the President's Task Force on Regulatory Relief, made known the Administration's decision in letters dated March 21 to several handicapped-rights groups.

The Vice President explained that "a full evaluation [had] prompted the conclusion that extensive change of the existing 504 coordination regulations was not required, and that with respect to those few areas where clarification might be desirable, the courts are currently providing useful guidance and can be expected to do so in the future."

In late 1980, former President Jimmy Carter issued an executive order giving the Justice Department the authority to coordinate the implementation and enforcement of all federal laws barring discrimination on the basis of race, sex, handicap, and age.

Part of that order authorizes the Attorney General to review existing and proposed civil-rights regulations and to issue new regulations "as necessary" after consulting with departments and agencies affected by the changes.

In early January 1982, handicapped-rights groups obtained a draft copy of the so-called "coordination" regulation that had been circulating in the Justice Department. That document contained a "deregulation" proposal for Section 504 that the groups said "would drastically undermine the federal government's commitment to equal rights for disabled Americans."

'Potential Contributions'

Later that year, the groups obtained a draft of the deregulation proposal circulating in the Office of Management and Budget that contained a provision that would have allowed programs receiving federal aid to consider a handicapped individual's "potential contributions to society" when determining adjust-

Continued on Page 11

ASSOCIATIONS

Concern over state-level legislative and judicial activities involving the regulation of private schools has prompted the **Independent Schools Association of the Central States** to establish a network of representatives in each state to monitor developments.

Early conclusions that can be drawn from the information-gathering efforts of the network, reports Thomas Read, editor of the group's newsletter, include these: the nonpublic-school sector in the Midwest has grown rapidly, and independent schools constitute only 1.9 percent of all such schools; "in general, more aid given private schools by the state means more regulation by the state"; in states where private schools have the most influence, it is because they coordinate their efforts; and "pressures in the states to control private schools will not decrease and will require continuing alertness."

The network's activities have also resulted in a chart recently sent to association members showing the status of state regulatory initiatives and private-school responses across the Central states.

□

The **New Hampshire Association of School Principals** is joining the administrators' groups that have established their own foundations as a way of decreasing costs while expanding their fundraising capabilities. *(See Associations Column, Education Week, March 16, 1983.)*

□

The following organization, which a spokesman describes as "one of the largest independent general-membership education associations in the nation," would like to make itself known to other readers of *Education Week:*

Association of Texas Professional Educators
411 West 13th St., Suite 700
Austin, Tex. 78701
(512) 478-2873
Mike Morrow—Executive Director
Sally Weidemann—President

The association was established in 1980 through the consolidation of two state education associations formed five years earlier when the **Texas State Teachers Association** affiliated with the **National Education Association.**

Among its activities, the association publishes a monthly magazine, the most recent issue of which featured an informative look at the national textbook industry and Texas's prominent influence on it. A limited number of single copies is available; write Kevin D. Higgenbotham, advertising director, at the above address.

□

Kenneth J. Tewel, the principal of New York City's distinguished Stuyvesant High School—which he calls "the finest high school in the nation"—is hunting for his alumni. The school, says Mr. Tewel, has formed a **Stuyvesant High School Coalition** "to mobilize the resources of our alumni" and is searching out those graduates across the nation. Send name, address, current status, and graduation year to him at the high school, 345 15th St., New York, N. Y. 10003. —M.M.

Catholic Schools Note 2-Percent Drop in Enrollment

Continued from Page 1

Mr. Manno also said that the Catholic-school figures must be viewed in relation to trends in other private schools and in public schools. *(See related story on this page.)*

64 Percent of Students

Catholic schools enroll 64 percent of private-school students, according to Bruce S. Cooper, a Fordham University researcher, who, with Mr. Manno and Donald H. McLaughlin at The American Institutes for Research in Palo Alto, Calif., is preparing a paper called "The Latest Word on Private School Growth."

Every year since the 1969-70 school year, the N.C.E.A. has published a statistical report on Catholic elementary and secondary schools in the United States. *(See Databank on page 15.)*

Among the other highlights in the report:

- The percentage of minority students in Catholic schools continued to increase this year and exceeds one-fifth of the total enrollment.

Hispanic Enrollment Increased

The percentage of minority students in Catholic schools has grown from 10.8 percent in 1970-71 to 20.4 percent this school year. Hispanic enrollment increased from 177,900 to 216,800 in that period, and black enrollment climbed from 172,000 to 208,800.

The percentage of non-Catholic students has increased from 2.7 percent in 1969-70 to 10.6 percent this year.

- The total number of elementary- and secondary-school pupils, public and private, continues the decline that began in 1970.

Using 1970 as a base year, the report states, total elementary and secondary enrollment declined from 51.3 million pupils in 1970 to an estimated 45.8 million in 1980, a decrease of almost 11 percent.

The number of elementary-school-age children (5 to 13) is projected to increase in 1985, the report notes, because of the recent upsurge in the annual birthrate.

- Catholic-school enrollments today constitute a far smaller sector of private education than they did at their high point in the mid-1960's, according to the N.C.E.A. figures.

In 1965-66, Catholic-school enrollments were 87 percent of total private-school enrollment. By 1978-79, they represented only 64 percent of that total enrollment.

- This year, there are 7,950 Catholic elementary schools and 1,482 secondary schools, a total of 62 fewer schools than in 1981-82. That decline is the smallest since the 1960's, the report says.

Record Closings in 1971-72

In the 1965-66 school year, a six-year period of closings and consolidations began that culminated in a record 509 closings in 1971-72. In the past seven years, however, an average of 80 schools annually have closed, according to the N.C.E.A.

- Today, about 55 percent of all Catholic schools are in the regions the N.C.E.A. designates as Mideast (Delaware, Maryland, New Jersey, New York, Pennsylvania, and the District of Columbia), and Great Lakes (Illinois, Indiana, Michigan, Ohio, and Wisconsin).
- The number of full-time faculty members in Catholic elementary and secondary schools this year increased by 288 teachers to 146,460.

The shift in Catholic schools from religious to lay staff continues. This year, 77.3 percent of the schools' elementary teachers, and 73.5 percent of their secondary teachers, are lay persons.

The report is called "United States Catholic Elementary and Secondary Schools, 1982-1983: A Statistical Report on Schools, Enrollment, and Staffing."

Mr. Manno compiled data for the report, and Frank H. Bredeweg, a statistician, analyzed it.

Copies may be obtained for $2.95 from Publication Sales, N.C.E.A., Suite 100, 1077 30th St., N. W., Washington, D. C. 20007.

NCEA PHOTO

While overall enrollment in Catholic schools declined unexpectedly this year, the proportion of non-Catholic, Hispanic, and black students increased.

Student Enrollment Growing in Independent, Lutheran Schools

Increases Are Also Reported in Other Church-Affiliated Schools

In addition to the National Catholic Educational Association, a number of private-school associations have compiled information on enrollment, numbers of schools, and other statistics for the 1982-83 school year.

- The National Association of Independent Schools (N.A.I.S.) reports that, as of September, 1982, its United States membership included 336,347 elementary and secondary students in 842 schools.

Last year, there were 326,165 students in 828 schools, according to Gayle Merrithew, an N.A.I.S. statistician.

Enrollments Have Grown

Enrollments in and numbers of N.A.I.S. schools have grown steadily over the past several years, according to the group's statistics. In 1978-79, for example, there were 747 schools with 281,344 students.

- Enrollment in Lutheran elementary and secondary schools this year is 181,568, up 3.6 percent from last year, according to H. James Boldt, secretary of elementary and secondary schools for The Lutheran Church-Missouri Synod.

The number of Lutheran elementary schools increased by 63, to 1,542.

Mr. Boldt noted that some Lutheran schools did not report and were not included in the official survey results. For example, he said there are actually closer to 85 new elementary schools.

Enrollments Increased

Enrollments in Lutheran high schools increased to 16,493 this year, up from 16,150 in 1981-82. There are 61 high schools, Mr. Boldt said, three more than last year.

Lutheran enrollments have been increasing steadily since 1972, he said.

The nonwhite enrollment in Lutheran schools increased 1.1 percent this year. The overall racial makeup of Lutheran schools is now 87.4-percent white, 7.6-percent black, 1.5-percent Mexican-American, and the rest from a variety of oriental ethnic groups.

- The Association of Christian Schools International, based in La Habra, Calif., reports that its 1,933 member schools enrolled 337,554 students (including preschool and some college students) for 1982-83.

Last year, there were 320,950 students in 1,728 schools, a spokesman for the organization said. In 1980-81 there were 289,001 students in 1,482 schools.

- The American Association of Christian Schools (A.A.C.S.), based in Normal, Ill., reports 1982-83 enrollments totalling 166,734 students (kindergarten through 12th grade) in 1,105 schools.

Gerald B. Carlson, field director for A.A.C.S., says 20 more schools have been added to the group since this information was compiled in February.

Last year, a total of 155,000 students attended 1,048 A.A.C.S. schools, he said. In 1980-81, there were 144,647 students in 907 schools.

- Christian Schools International, based in Grand Rapids, Mich., counted 72,443 students in 379 schools for 1982-83 as of last October.

Last year, the group's 368 schools enrolled 71,235 students.

- Total elementary and secondary enrollment in schools run by the North American Division of the 7th-Day Adventists dropped from 73,596 last year to 70,484 in 1982-83.

The number of schools fell from 1,558 to 1,550 in the same period.

'Driven By Tuition'

Donald E. Lee, director of institutional research, attributes the loss to the continuing effects of the low birth rate, and the economy. "Our schools are essentially all driven by tuition," he said, "so I'm sure the economy has hit some of them."

- The Philadelphia-based Friends Council on Education, an association of Quaker schools, reports a 1982-83 enrollment (including nursery-school through 12th-grade students) of 15,955 students in 69 schools. Last year, there were 68 schools with 15,675 students, said Ruth A. Seeley, the administrative assistant for the council.

The percentages of Quakers at Friends-operated schools ranges from 1 percent to about 80 percent, Ms. Seeley said.

The most recent information on minority enrollments in Friends' schools (from 1980-81) shows that out of that year's total of 15,025 students, 1,508 were black, and 584 were "other nonwhite" students, she said.

Proportions Stay the Same

In a report on 1981 enrollment statistics released last week, the U. S. Bureau of the Census noted that the proportion of elementary and secondary students in private schools was about the same in 1981 as in 1971.

About 11 percent of elementary-level students were in private schools in those two years. In 1981, 8.3 percent of secondary-school students attended private schools, compared to 8.9 percent in 1971. —A.H.

DATABANK

Catholic-School Enrollment and Staffing, 1982-83

Total enrollment in the nation's Catholic schools declined by 2.2 percent this year, according to an annual statistical report compiled by the National Catholic Educational Association. Catholic schools now enroll 3,026,000 students, 68,000 less than last year. Catholic secondary schools lost 27,000 students, according to the report.

As the following tables illustrate, the number of minority students, non-Catholic students, and lay teachers continued to increase this year.

The statistics are taken from "United States Catholic Elementary and Secondary Schools, 1982-1983: A Statistical Report on Schools, Enrollment, and Staffing." (See story on page 1.)

Private Education by Religious Affiliation 1965-66 and 1978-79

	1965-66		1978-79	
	Schools	Pupils	Schools	Pupils
Roman Catholic	13,484	5,461,300	9,849	3,269,800
Lutheran	1,457	188,500	1,485	217,400
7th Day Adventist	1,149	62,600	1,106	148,200
Baptist	146	25,200	868	204,100
Jewish	272	52,600	406	101,800
Episcopal	320	48,600	214	76,500
Methodist	46	5,600	60	11,200
Presbyterian	36	4,800	60	12,800
Friends	56	10,600	90	14,600
Other Church-Related	612	83,700	1,531	281,200
Total Church-Related	17,577	5,963,500	15,719	4,337,600
Not Church-Related	2,369	341,300	3,947	746,700
Total Private	19,946	6,304,800	19,666	5,084,300

SOURCE: Statistics of Nonpublic Elementary and Secondary Schools, 1965-66, National Center for Education Statistics, page 7

Catholic School Enrollment by Ethnic Background 1970-71, 1980-81, 1982-83

Elementary	1970-71	Percent	1980-81	Percent	1981-82	Percent
Black Americans	172,000	5.1	200,300	6.6	208,800	6.4
Hispanic Americans	177,900	5.3	199,300	6.6	216,600	6.7
Asian Americans	18,300	0.5	42,000	1.9	51,300	2.3
American Indians	18,000	0.5	7,300	0.3	7,600	0.4
All Others	2,989,300	88.6	1,820,400	80.2	1,740,400	78.2
TOTAL	3,355,500	100.0	2,269,300	100.0	2,224,900	100.0
Secondary						
Black Americans	37,500	3.7	52,600	6.3	57,400	7.2
Hispanic Americans	38,600	3.8	56,700	6.8	57,900	7.2
Asian Americans	9,200	0.5	10,100	1.2	12,300	1.5
American Indians	2,400	0.2	2,400	0.3	3,100	0.4
All Others	924,400	91.8	715,200	85.4	670,600	83.7
TOTAL	1,008,100	100.0	837,000	100.0	801,200	100.0
All Schools						
Black Americans	209,500	4.8	252,900	8.1	266,200	6.9
Hispanic Americans	216,500	5.0	256,000	8.3	274,700	9.1
Asian Americans	23,500	0.5	52,100	1.7	63,600	2.1
American Indians	20,400	0.5	9,700	0.3	10,700	0.4
All Others	3,893,700	89.2	2,535,600	81.6	2,411,000	79.6
TOTAL	4,363,600	100.0	3,106,300	100.0	3,026,200	100.0

SOURCE: National Catholic Educational Association

Student Enrollment in the Ten Largest States 1980-81 to 1982-83

	1980-81	1981-82	1982-83	1982-83 Decrease
New York	418,500	415,400	396,400	19,000
Pennsylvania	312,300	310,500	302,500	8,000
Illinois	275,600	278,100	269,700	8,400
California	261,200	262,600	260,200	2,400
Ohio	225,600	211,300	214,900	(3,600)
New Jersey	188,900	187,600	180,400	7,200
Michigan	130,300	130,600	127,700	2,900
Louisiana	109,600	111,100	110,000	1,100
Massachusetts	103,500	108,000	107,000	1,000
Wisconsin	108,500	104,900	101,900	3,000
Total, Largest States	2,135,500	2,130,100	2,070,700	59,400
Total, United States	3,106,000	3,094,000	3,027,000	
Percent	68.7%	68.8%	68.4%	

SOURCE: National Catholic Educational Association

Full-Time Teaching Staff 1979-80 through 1982-83

Elementary	1979-79	Percent	1979-80	Percent	1980-81	Percent	1981-82	Percent	1982-83	Percent
Sisters	28,450	28.9	26,969	27.5	24,404	25.2	22,389	24.0	21,597	22.2
Male Religious	502	0.5	500	0.5	444	0.5	577	0.6	515	0.5
Lay Teachers	69,564	70.6	70,256	72.0	71,841	74.2	72,981	75.4	75,225	77.3
Total	98,539	100.0	97,724	100.0	96,739	100.0	96,947	100.0	97,337	100.0
Secondary										
Sisters	10,616	21.5	9,814	19.8	9,170	18.7	8,738	17.7	8,016	16.3
Male Religious	5,880	11.9	5,550	11.2	5,306	10.8	5,139	10.4	4,992	10.2
Lay Teachers	32,913	66.6	34,206	69.0	34,562	70.5	35,446	71.9	36,115	73.5
Total	49,409	100.0	49,570	100.0	49,038	100.0	49,325	100.0	49,123	100.0
All Schools										
Sisters	39,069	26.4	36,682	24.9	33,624	23.1	32,027	21.9	29,613	20.2
Male Religious	6,382	4.3	6,050	4.1	5,750	3.9	5,716	3.9	5,507	3.8
Lay Teachers	102,407	69.3	104,562	71.0	106,403	73.0	108,429	74.2	111,340	76.0
Total	147,948	100.0	147,294	100.0	145,777	100.0	146,172	100.0	146,460	100.0

SOURCE: National Catholic Educational Association

Elementary and Secondary Schools by Region 1978-79 through 1982-83

Elementary	1978-79	1979-80	1980-81	1981-82	1982-83
New England	557	551	548	541	544
Mideast	2,421	2,394	2,361	2,316	2,301
Great Lakes	2,175	2,160	2,147	2,135	2,113
Plains	910	904	901	899	897
Southeast	855	853	848	861	847
West/Far West	1,241	1,238	1,238	1,245	1,248
United States	8,139	8,100	8,043	7,996	7,950
Secondary					
New England	135	133	129	128	124
Mideast	456	447	438	430	429
Great Lakes	336	331	327	322	316
Plains	170	172	169	169	168
Southeast	198	196	197	194	194
West/Far West	263	259	256	257	251
United States	1,564	1,548	1,516	1,498	1,482
All Schools					
New England	692	684	677	667	668
Mideast	2,877	2,841	2,799	2,746	2,733
Great Lakes	2,511	2,491	2,474	2,457	2,429
Plains	1,080	1,076	1,070	1,067	1,065
Southeast	1,053	1,051	1,045	1,055	1,041
West/Far West	1,504	1,497	1,494	1,502	1,499
United States	9,723	9,648	9,559	9,494	9,432

SOURCE: National Catholic Educational Association

Student Enrollment in the Twenty Largest Dioceses 1980-81 to 1982-83

	1980-81	1981-82	1982-83	1982-83 Decrease
Chicago	167,600	169,800	163,500	6,300
Philadelphia	167,800	167,600	163,200	4,400
New York	135,800	133,800	129,700	4,100
Brooklyn	116,100	114,600	111,700	2,900
Los Angeles	110,900	111,700	110,500	1,200
Detroit	82,700	81,900	80,800	1,100
Newark	81,300	80,600	76,200	4,400
Cleveland	83,700	79,500	80,800	(1,300)
Boston	73,900	72,200	71,500	700
St. Louis	67,900	67,200	66,700	500
New Orleans	61,400	61,700	60,700	1,000
Cincinnati	59,500	56,300	56,900	(600)
Trenton	56,100	55,500	54,000*	1,500
Milwaukee	55,200	52,800	51,500	1,300
Rockville Centre	50,500	51,800	49,200	2,600
Pittsburgh	48,400	47,900	46,400	1,500
Buffalo	42,400	42,100	39,400	2,700
Baltimore	42,100	41,700	41,300	400
St. Paul/Minneapolis	40,400	40,200	39,400	800
Miami	38,900	37,800	37,100	700
Largest Diocese	1,596,800	1,586,700	1,550,500	36,200
All Dioceses	3,106,000	3,094,000	3,027,000	
Percent	51.4%	51.3%	51.2%	

* For purposes of comparison, the Diocese of Metuchen is shown with the Diocese of Trenton in 1982-83, the year of its formation.

SOURCE: National Catholic Educational Association

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LESS IMPACT

"Time-on-task" is often linked with better student performance, but a new federally funded analysis of previous studies concludes there is insufficient evidence that the time spent on instruction increases student learning.

See Page 4.

MORE SUPPORT

New legislation to increase federal funding for mathematics and science education seems inevitable, but observers believe the Senate will vote fewer dollars for narrower objectives than the House of Representatives.

See Page 11.

EQUAL BENEFITS

The U. S. Supreme Court has heard arguments in a case that could have a major impact on retirement programs for educators. At issue: the constitutionality of awarding lower benefits to women because, statistically, they live longer.

See Page 10.

EDUCATION WEEK

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Voluntary Desegregation Plan Advances in St. Louis, Suburbs

By Tom Mirga

Lawyers for the St. Louis public schools, 23 suburban school districts, and the National Association for the Advancement of Colored People (N.A.A.C.P.) narrowly beat a court-imposed deadline and agreed to the terms of a comprehensive document last week that paves the way for the nation's first voluntary school-desegregation plan between a major American city and its suburbs.

The 70-page plan and its 270-page appendix were presented to U. S. District Judge William L. Hungate last Wednesday, less than an hour before the plan was due. It envisions the transfer of 15,000 black students from the city to predominantly white suburban schools by 1988, according to Gene Uram, chief desegregation planner for the city's schools.

The plan, which would go into effect next September, also calls for the establishment of new magnet schools and programs in both the city and the suburbs, the voluntary integration of teaching staffs, and the creation of a new coordinating committee to oversee its implementation.

The plan must now be approved by 22 of the 23 suburban districts' school boards. The city school board, the outlying Riverview Gardens board, and the N.A.A.C.P. have

Continued on Page 15

JOE GLICK

These kindergartners have a physical-education program unlike most. For a report on physical education in the schools, see Page 12.

Cardinal Bernardin of Chicago

Catholic Schools, Officials Discuss Nuclear Issues

By Alex Heard

WASHINGTON—Among the many topics to be discussed here at this week's 80th annual meeting of the National Catholic Educational Association (N.C.E.A.) is one that has been hotly debated within the Catholic church in recent months: the moral and theological implications of nuclear war.

The controversy surrounds "The Challenge of Peace," a "pastoral" letter to the nation's Roman Catholics from the National Conference of Catholic Bishops Ad Hoc Committee on War and Peace. The letter is now in final-draft stage and will be completed at a special meeting of the bishops in

Continued on Page 14

Teachers-To-Be: Efforts to Upgrade Their Training Continue

Higher Standards Urged in California Colleges

By Michael Fallon
Special to Education Week

SACRAMENTO—An advisory committee to the trustees of the 19-campus California State University system has recommended that the system—the nation's leading producer of teachers—substantially tighten its standards for the selection and training of candidates for the profession.

The report of the 18-member advisory committee to W. Ann Reynolds, chancellor of the California State University (C.S.U.) system, calls for more rigorous admissions requirements for teacher-education programs, for requirements that students demonstrate competence in college-level "basic skills" upon completion of the programs, and for the establishment of a re-certification system for teachers based on graduate work.

The C.S.U. system trains the majority of teachers and administrators in California schools and about one of every 12 teachers in the nation, according to the committee. In the last six years, C.S.U. campuses have recommended nearly 80,000 men and women for teaching credentials and awarded almost 20,000 master's degrees.

The advisory panel, appointed by Ms. Reynolds's predecessor, Glenn S. Dumke, included 18 faculty members and administrators from various institutions within the C.S.U. system. Members were drawn from education as well as other disciplines.

Before preparing its report, the committee interviewed over a two-year period more than 400 C.S.U. faculty members, administrators, and students, as well as 250 public-school teachers, administrators, and

Continued on Page 17

Colo. Teachers Report Training Inadequate

By John Chaffee Jr.
Special to Education Week

DENVER—Colorado teachers are critical of many of the teacher-training courses they took to prepare for their profession.

Asked by the Colorado Department of Education to rate the quality of their training in 27 subjects, more than 1,000 first- and third-year teachers expressed dissatisfaction with their preparation in student discipline, legal issues in education, working with gifted and talented students, facilitating parent-teacher cooperation, and working with culturally diverse groups of students.

Representing 13 teacher-training institutions in the state, the teachers who responded to the annual survey gave their

Continued on Page 17

Black Colleges Seek To Boost Test Skills

By Hope Aldrich

Threatened by the high failure rates of their students on national basic-skills tests, nine predominantly black education schools are implementing a new program to better prepare those students for the types of questions found on the standardized tests.

The nine schools are all in states that now require teacher candidates to pass the National Teacher Examination (N.T.E.) before they are given teaching licenses. Failure rates for blacks on the test have been as high as 80 percent in some teacher-education programs, said Eva Galambos of the Southern Regional Education Board, the interstate advisory group that proposed, and will sponsor, the program.

The N.T.E. has been adopted by seven states, and many more are considering using it in an effort to upgrade the quality of their public-school teachers, said Ms. Galambos. Five other states are using similar teacher-certification tests.

Some educators, pointing to the high proportion of blacks and Hispanics failing the tests, say they fear such testing will significantly reduce the number of minority teachers in public schools. They also argue

Continued on Page 17

THE WEEK

A SUMMARY OF NEWS AND EVENTS

IN SUMMARY

Time on Task
A new study finds little evidence of a significant relationship between time spent on instruction and increased learning. **Story on Page 4.**

Bilingual Education in Illinois
The state board votes to permit districts, except Chicago, to decide how to teach non-English-speaking students. **Story on Page 4.**

Untapped Support
Despite problems, the Midwest has above-average wealth and could spend more for education, according to a new study. **Story on Page 4.**

Letting the Sunshine in
The Minnesota Supreme Court rules that school administrative and planning sessions must be open to the public. **Story on Page 6.**

An Educational Mismatch
A recent study says South Carolina's vocational-education program is not keyed to the current labor market. **Story on Page 6.**

A Plan To Decentralize
One objective of a proposal to divide the Chicago school system into 10 smaller units is to save money. **Story on Page 8.**

Teachers as Students
In an intensive two-day workshop, high-school English teachers sharpen their (sometimes rusty) writing skills. **Story on Page 8.**

A New Equation
An advocate of children's welfare says schools are not sensitive to the problems of one-parent families. **Story on Page 9.**

A Battle Won
Secretary Terrel H. Bell says he has succeeded in his effort to establish a "moderate" federal role in education. **Story on Page 10.**

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NATIONAL

Federal Court Confirms Rights Of Foster Children

A federal district judge has approved an agreement, outlined in a 44-page document, that requires the Jackson County, Mo., social-services agency to provide better monitoring of children placed in foster homes.

The case, which was filed by the Legal Aid of Western Missouri, has been described as the first federal decision protecting the rights of foster children.

In signing the consent decree last month, Chief Judge Russell G. Clark of the U. S. District Court in Kansas City, Mo., ordered the state to take corrective measures to improve the foster-care program in Jackson County. The implementation of the consent decree is to be supervised by the court.

The suit, which began in 1977, was based on a study of the county's foster-care program showing that 43 percent of the children had been placed in homes that were described as unsuitable and often dangerous.

The study found that 59 percent of the children had not had a medical examination in a year and that 87 percent had not had dental care. There were also incidences of physical abuse.

Agriculture Dept. To Proceed With New Lunch Rules

The Agriculture Department has announced that it will proceed with its plan to require school districts next fall to verify that children receiving free or subsidized meals or milk are eligible for those benefits.

An interim rule published by the department last week recommends that the districts implement the verification standards for the remainder of the current school year and requires them to do so by the beginning of the next school year.

Last year, the department began requiring applicants for the reduced-cost and free meals to supply the names and Social Security numbers of all adults living in their household. The new rule first recommends, then requires, the districts to verify either 3 percent or 3,000 of the applications that they receive.

Under the verification procedure, the districts can ask applicants to provide them with paycheck stubs or notices of unemployment, alimony, child support, or veterans' benefits. If applicants refuse to supply such information, or if they fail to present a landlord, social worker, or other "collateral contact" who can verify their claims, their children will be excluded from the program.

In a related development, Representative Ted S. Weiss, Democrat of New York, has introduced a bill in the House that would eliminate the requirement that applicants provide school officials with the Social Security numbers of all adults in the household. A companion measure, also introduced by Representative Weiss, would allow applicants to deduct "income used for certain hardship conditions" when they determine their eligibility for the program.

CITIES

Pittsburgh Schools To Implement Broad Computer Initiative

The Pittsburgh school board has approved a five-year, $1.3-million plan to put microcomputers in every elementary and secondary school and to require study in "computer literacy" for graduation.

By the time the plan is in place, district officials said, the schools will have at least one computer for every 40 students. The computers will be used for computer-assisted instruction as well as for a required high-school course in programming and for familiarizing students with the technology.

Staff members will be offered training on a voluntary basis, said James F. Angevine, director of management information and planning. He said the district will collaborate with local universities and vendors in that effort.

The district will decide what computer programs, or "software," it will use before investing in any microcomputers, Mr. Angevine said. "We're trying to get away from the typical practice of buying hardware then trying to fit it into the system," he said.

Mr. Angevine said the district would buy only one or two brands of hardware to reduce the cost of the initial purchase and maintenance and to allow software to be used across the system.

A special school-system committee, which has been studying the issue for almost two years, will direct the implementation of the computer initiative in the 42,250-student district, Mr. Angevine said.

About 55 percent of the program will be funded with district funds, a spokesman for the district said. The rest will be financed with funds from Chapter 2 of the federal Education Consolidation and Improvement Act of 1981 and from various private-funding sources.

Macchiarola Backs Wagner For N.Y.C. Superintendent Job

In the midst of a growing debate over who should lead New York City's schools, Frank J. Macchiarola, the former chancellor, has endorsed Deputy Mayor Robert F. Wagner Jr. as his successor.

Black and Hispanic leaders have asked Mr. Wagner, who has been nominated to run the school system by Mayor Edward I. Koch, to withdraw from consideration, however, saying that he has little education experience and that the system should be led by a minority member.

In a caucus last month, minority leaders endorsed Thomas K. Minter, the deputy chancellor for instruction, for the position, which includes the administration of a $3-billion annual budget.

Mr. Minter, a black and a former official in the U.S. Education Department during the Carter Administration, declined comment on Mr. Macchiarola's action.

Richard F. Halverson has been acting chancellor since Mr. Macchiarola resigned March 1.

DISTRICTS

Elementary Student "Strip-Searched" In Wisconsin District

A kindergarten teacher and administrators at her school will face charges of misconduct later this month for allegedly ordering a student to remove her clothes as part of a search for stolen money.

The Oregon, Wis., school board suspended its search policy at a emergency meeting last month and ordered the hearing. A lawyer for the student's parents has called for the teacher's dismissal.

No disciplinary action has been taken against the Brooklyn Elementary School teacher, Joyce Garner, a district official said.

The parents' attorney, John McManus, said the girl and another student were studying alone in a classroom when Ms. Garner returned to the room and discovered $6 missing from her purse.

The girl, according to the lawyer, told the teacher that the other student had taken the money.

Jerald Zibell, the school's principal, authorized Ms. Garner and a secretary to take the student to a

DATABANK

School Enrollment of Population Groups, 1965 to 1981

Total school enrollment continued its downward trend from 1980 to 1981, according to a new report from the U. S. Census Bureau, but the number of Hispanic and black students increased. Elementary-school enrollment was down to about 18 percent below its 1970 peak. High-school enrollment was about 12 percent below its mid-1970's peak. Private-school enrollment was about the same as in 1971.

(Includes those 3 to 34 years old. Numbers in thousands, civilian noninstitutional population.)

Level and control of school	1981[1]	1981	1980	1979	1978	1977	1976	1975	1974	1973	1972	1971	1970	1965
All Races														
Total enrolled	58,390	58,040	57,348	57,854	58,616	60,013	60,482	60,959	60,259	59,392	60,142	61,106	60,357	54,701
Nursery School	2,056	2,026	1,967	1,869	1,824	1,618	1,526	1,748	1,607	1,334	1,283	1,066	1,096	520
Public	663	657	633	636	587	562	476	574	423	400	402	317	333	127
Private	1,396	1,369	1,354	1,233	1,237	1,056	1,050	1,174	1,184	924	886	749	763	393
Kindergarten	3,161	3,060	3,176	3,025	2,989	3,191	3,490	3,399	3,252	3,074	3,135	3,263	3,183	3,057
Public	2,618	2,540	2,690	2,593	2,493	2,665	2,962	2,851	2,726	2,562	2,636	2,689	2,647	2,439
Private	545	529	486	432	496	526	528	542	526	493	499	574	536	618
Elementary school	27,795	27,059	27,449	27,865	28,490	29,234	29,774	30,446	31,126	31,469	32,242	33,507	33,950	32,474
Public	24,758	24,083	24,398	24,756	25,252	25,983	26,696	27,166	27,956	28,201	28,693	29,829	30,001	27,596
Private	3,037	2,976	3,051	3,109	3,236	3,251	3,075	3,279	3,169	3,268	3,549	3,678	3,949	4,878
High School	14,642	14,349	14,556	15,116	15,475	15,753	15,742	15,683	15,447	15,347	15,169	15,163	14,715	12,976
Public	13,523	13,249	(NA)	13,994	14,231	14,505	14,541	14,503	14,275	14,162	14,015	14,057	13,545	11,517
Private	1,119	1,100	(NA)	1,122	1,244	1,248	1,201	1,180	1,172	1,184	1,155	1,126	1,170	1,457
College	10,734	10,437	10,160	9,978	9,838	10,217	9,950	9,697	8,827	8,179	8,313	8,087	7,413	5,675
Public	8,159	7,911	(NA)	7,699	7,427	7,925	7,739	7,704	6,905	6,224	6,337	6,271	5,699	3,840
Private	2,576	2,525	(NA)	2,280	2,410	2,292	2,211	1,994	1,922	1,955	1,976	1,816	1,714	1,835
College:														
Full time	7,569	7,384	7,147	7,010	6,979	7,196	7,176	7,105	6,351	6,069	6,314	6,204	5,763	4,414
Percent	70.5	70.7	70.2	70.3	70.9	70.4	72.1	73.3	71.9	74.4	76.0	76.7	77.7	77.8
Part time	3,166	3,053	3,033	2,968	2,859	3,021	2,773	2,592	2,476	2,090	1,999	1,883	1,650	1,261
White														
Total enrolled	48,169	47,098	47,673	48,225	48,843	50,151	50,761	51,430	50,992	50,617	51,314	52,081	51,719	47,451
Nursery School	1,685	1,657	1,637	1,537	1,456	1,314	1,246	1,432	1,340	1,087	1,079	868	893	451
Public	447	441	432	428	351	372	318	392	293	242	285	225	198	93
Private	1,238	1,216	1,206	1,110	1,105	942	929	1,040	1,048	845	794	664	695	358
Kindergarten	2,597	2,514	2,595	2,437	2,452	2,611	2,881	2,845	2,745	2,584	2,633	2,735	2,706	2,648
Public	2,130	2,060	2,172	2,069	2,009	2,153	2,423	2,363	2,268	2,139	2,185	2,207	2,233	2,086
Private	467	453	423	368	444	458	457	483	477	445	448	527	473	562
Elementary school	22,663	22,081	22,510	22,959	23,524	24,262	24,776	25,412	26,051	26,531	27,185	28,187	28,638	27,679
Public	19,924	19,390	19,743	20,174	20,551	21,312	21,947	22,351	23,063	23,506	23,869	24,720	24,923	22,976
Private	2,739	2,691	2,768	2,785	2,973	2,950	2,829	3,059	2,990	3,025	3,316	3,466	3,715	4,703
High School	12,062	11,862	12,056	12,583	12,897	13,152	13,214	13,224	13,073	13,091	12,959	12,998	12,723	11,356
Public	11,035	10,849	(NA)	11,549	11,741	11,980	12,093	12,112	11,966	11,967	11,876	11,937	11,599	9,961
Private	1,027	1,013	(NA)	1,033	1,156	1,172	1,121	1,112	1,107	1,124	1,083	1,061	1,124	1,395
College	9,162	8,983	8,875	8,709	8,514	8,812	8,644	8,516	7,781	7,324	7,458	7,273	6,759	5,317
Public	6,906	6,754	(NA)	6,672	6,368	6,743	6,657	6,724	6,049	5,550	5,644	5,624	5,168	3,568
Private	2,256	2,229	(NA)	2,037	2,145	2,069	1,987	1,792	1,732	1,773	1,814	1,650	1,591	1,749
College:														
Full time	6,452	6,349	6,212	6,058	5,974	6,165	6,170	6,183	5,575	5,408	5,678	5,560	5,221	4,111
Percent	70.4	70.7	70.0	69.6	70.2	70.0	71.4	72.6	71.6	73.8	76.1	76.4	77.2	77.3
Black														
Total enrolled	8,350	8,282	8,251	8,317	8,416	8,564	8,518	8,400	8,215	7,834	7,959	8,178	7,829	[4]7,242
Nursery School	284	294	294	278	312	250	226	276	227	210	185	151	178	72
Public	182	187	180	185	210	171	146	171	121	146	113	90	129	37
Private	102	107	115	93	102	78	80	105	106	64	72	61	49	36
Kindergarten	474	477	490	497	451	496	542	468	463	423	448	464	426	407
Public	412	415	440	443	414	447	482	426	416	391	402	422	374	353
Private	62	62	50	54	36	50	60	42	47	32	46	42	53	54
Elementary school	4,291	4,261	4,259	4,296	4,356	4,387	4,430	4,509	4,585	4,473	4,573	4,877	4,668	4,796
Public	4,087	4,072	4,058	4,053	4,154	4,166	4,256	4,344	4,455	4,277	4,382	4,712	4,668	4,620
Private	204	208	202	243	202	221	175	165	131	196	191	165	200	176
High School	2,168	2,150	2,200	2,245	2,276	2,327	2,258	2,199	2,125	2,044	2,025	2,006	1,834	1,619
Public	2,102	2,085	(NA)	2,171	2,211	2,269	2,187	2,140	2,072	1,986	1,971	1,951	1,794	1,556
Private	65	65	(NA)	74	65	59	71	59	54	58	54	55	41	62
College	1,133	1,060	1,007	1,002	1,020	1,103	1,062	948	814	684	727	660	522	358
Public	898	857	(NA)	814	822	916	867	782	659	537	582	532	422	272
Private	235	223	(NA)	188	199	187	175	166	155	147	145	148	100	86
College:														
Full time	815	776	723	748	753	803	817	742	589	536	525	534	427	218
Percent	71.9	71.9	71.8	74.6	73.8	72.8	76.9	78.3	72.4	78.3	72.3	76.5	81.8	79.6
Spanish Origin[3]														
Total enrolled	4,551	4,378	4,263	3,608	3,455	3,516	3,623	3,741	3,620	3,171	3,257	(NA)	(NA)	(NA)
Nursery School	131	126	146	89	87	75	68	85	85	68	61	(NA)	(NA)	(NA)
Public	68	66	70	50	47	30	38	47	37	41	43	(NA)	(NA)	(NA)
Private	63	60	75	39	39	46	30	39	48	27	18	(NA)	(NA)	(NA)
Kindergarten	306	292	263	226	231	220	262	235	225	171	241	(NA)	(NA)	(NA)
Public	282	268	234	210	198	206	242	218	207	165	227	(NA)	(NA)	(NA)
Private	24	23	30	16	33	14	20	17	18	6	14	(NA)	(NA)	(NA)
Elementary school	2,474	2,373	2,363	1,934	1,893	1,874	1,934	2,062	2,040	1,884	1,879	(NA)	(NA)	(NA)
Public	2,239	2,146	2,134	1,745	1,704	1,654	1,768	1,858	1,780	1,712	1,705	(NA)	(NA)	(NA)
Private	235	227	228	189	188	220	165	204	260	172	173	(NA)	(NA)	(NA)
High School	1,130	1,101	1,048	920	868	928	932	948	916	758	834	(NA)	(NA)	(NA)
Public	1,056	1,029	(NA)	875	825	836	867	886	858	707	784	(NA)	(NA)	(NA)
Private	74	72	(NA)	45	43	92	65	61	59	51	50	(NA)	(NA)	(NA)
College	510	486	443	440	377	418	427	411	354	290	242	(NA)	(NA)	(NA)
Public	398	379	(NA)	365	315	357	354	358	297	247	213	(NA)	(NA)	(NA)
Private	112	107	(NA)	75	62	60	73	53	57	43	29	(NA)	(NA)	(NA)
College:														
Full time	343	326	294	314	231	287	297	287	247	201	178	(NA)	(NA)	(NA)
Percent	67.3	67.1	66.4	71.4	61.3	68.7	69.6	69.8	69.8	69.3	73.6	(NA)	(NA)	(NA)

(NA) Not Available.
[1]Controlled to 1980 census base.
[2]Controlled to 1970 census base.
[3]Persons of Spanish origin may be of any race.
[4]Enrollment figures for 1965 are for black and other races.
SOURCE: U.S. Department of Commerce, Bureau of the Census.

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